

Nationalism and Sectionalism

One American's Story

The War of 1812 increased American nationalism. **Nationalism** is a feeling of pride, loyalty, and protectiveness toward your nation. Representative **Henry Clay** was a strong nationalist.

PRIMARY SOURCE

“Every nation should anxiously endeavor to establish its absolute independence, and consequently be able to feed and clothe and defend itself. If it rely upon a foreign supply that may be cut off . . . it cannot be independent.”

—Henry Clay, *The Life and Speeches of Henry Clay*

After the war, President James Madison supported Clay's plan to strengthen the country and unify its regions.

Nationalism Unites the Country

KEY QUESTION What factors helped to promote national unity?

Madison wanted America to prosper by itself, without foreign products.

The American System In 1815, Madison presented a plan to Congress for making America economically self-sufficient. The plan—which Clay promoted as the **American System**—had three main actions.

1. Establish a **protective tariff**, a tax on imported goods that protects a nation's businesses from foreign competition. Congress passed a tariff in 1816. It made European goods more expensive and encouraged Americans to buy cheaper, American-made products.
2. Establish a national bank that would promote a single currency, making trade easier. (Most regional banks issued their own money.) In 1816, Congress set up the second Bank of the United States.
3. Improve the country's transportation systems, which were important for the economy. Poor roads made transportation slow and costly.



Henry Clay, U.S.
representative from
Kentucky

The Era of Good Feelings As nationalist feeling spread, people shifted their loyalty away from state governments and toward the federal government. Democratic-Republican **James Monroe** won the presidency in 1816 with a large majority of electoral votes. The Federalist Party provided little opposition to Monroe and soon disappeared. Political differences gave way to what one Boston newspaper called the Era of Good Feelings.

During the Monroe administration, several landmark Supreme Court decisions promoted national unity by strengthening the federal government. For example, in *McCulloch v. Maryland* (1819), the court ruled that a state could not tax a national bank. As Justice Marshall explained, "The power to tax involves the power to destroy."

Gibbons v. Ogden (1824) also strengthened the federal government. Two steamship operators fought over shipping rights on the Hudson River in New York and New Jersey. The Court ruled that interstate commerce could be regulated only by the federal government, not the state governments.



***McCulloch v. Maryland* (1819)**

KEY ISSUE federal supremacy vs. state powers

KEY PEOPLE James McCulloch cashier, Bank of the United States (Maryland branch)

The Case

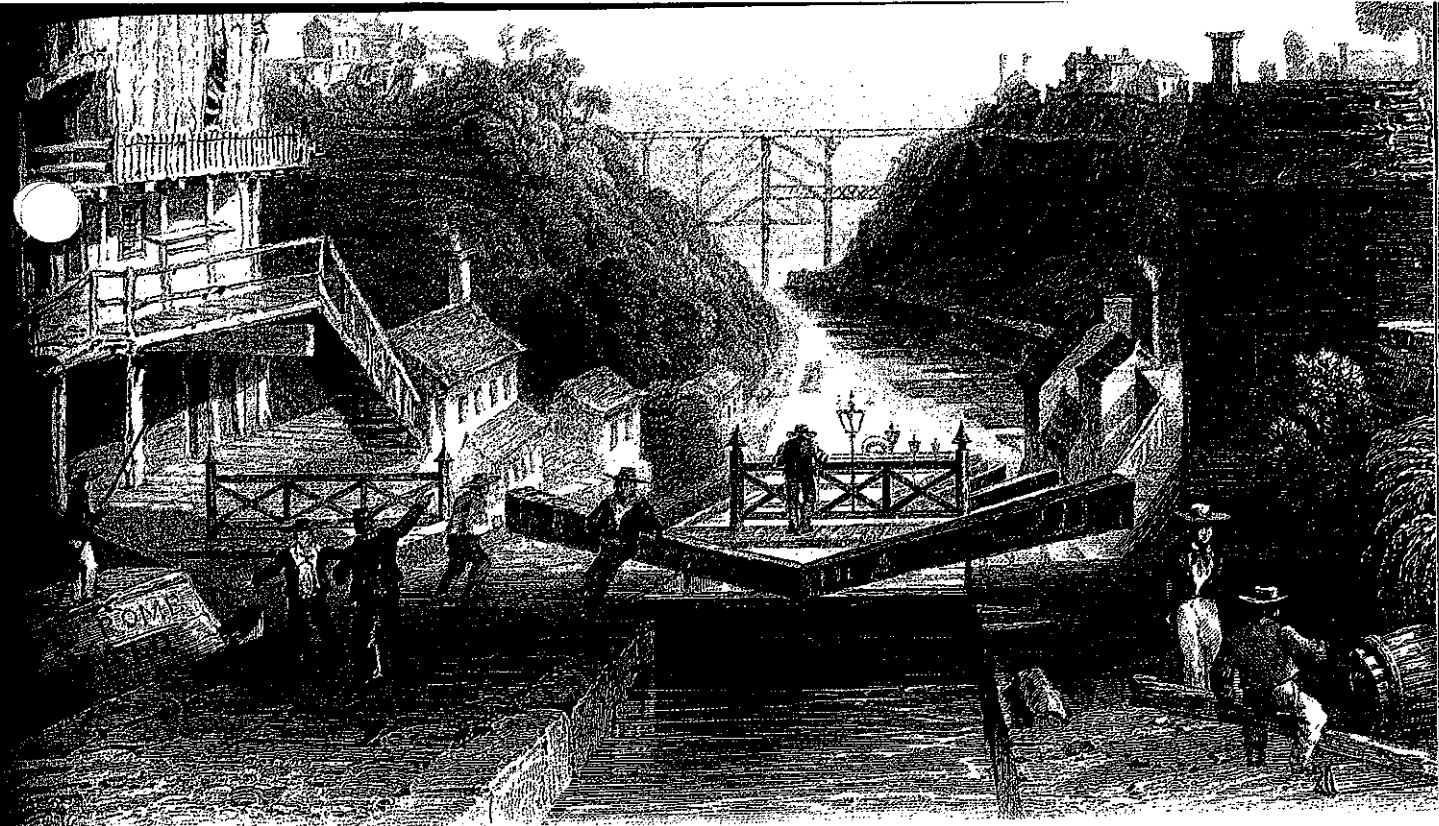
The Second Bank of the United States was established by the U.S. Congress in 1816. The state of Maryland tried to put the bank out of business: it set a high tax on currency issued by the bank. When James McCulloch, the cashier at the Maryland branch, refused to pay the tax, Maryland sued him and the bank.

The Supreme Court ruled in favor of McCulloch and the Bank of the United States. It ruled that Congress had the right to establish the bank.

The court also ruled that the states do not have the right to tax the federal government. If the tax were allowed, it would give Maryland power over the federal government. In the ruling, John Marshall wrote that the framers of the Constitution did not intend to make the federal government subject to state powers. He cited the Supremacy Clause (Art. 6, Sec. 2): "This Constitution, and the laws of the United States . . . shall be the supreme law of the land."

CRITICAL THINKING

- 1. Draw Conclusions** Why did John Marshall say that the power to tax "involves the power to destroy"?
- 2. WHAT IF?** What do you think might have happened if *McCulloch v. Maryland* had been decided in Maryland's favor?



The Erie Canal

Transportation Links Cities In 1806, Congress had funded a road from Cumberland, Maryland, to Wheeling, West Virginia. By 1841, the National Road, the country's main east-west route, extended to Vandalia, Illinois.

Water transportation improved with the building of canals. The period from 1790 to 1855 is often called the Age of Canals. Completed in 1825, the massive **Erie Canal** created a water route between New York City and Buffalo, New York. The Erie Canal allowed farm products from the Great Lakes region to flow east, and people and manufactured goods from the East to flow west. Trade stimulated by the canal helped New York City to become the nation's largest city. Between 1820 and 1830, its population nearly doubled.

Improvements in railroads led to a decline in canal use. In 1830, about 23 miles of train track existed. By 1850, the number had climbed to 9,000.

🔺 **SUMMARIZE** Describe the factors that helped to promote national unity.

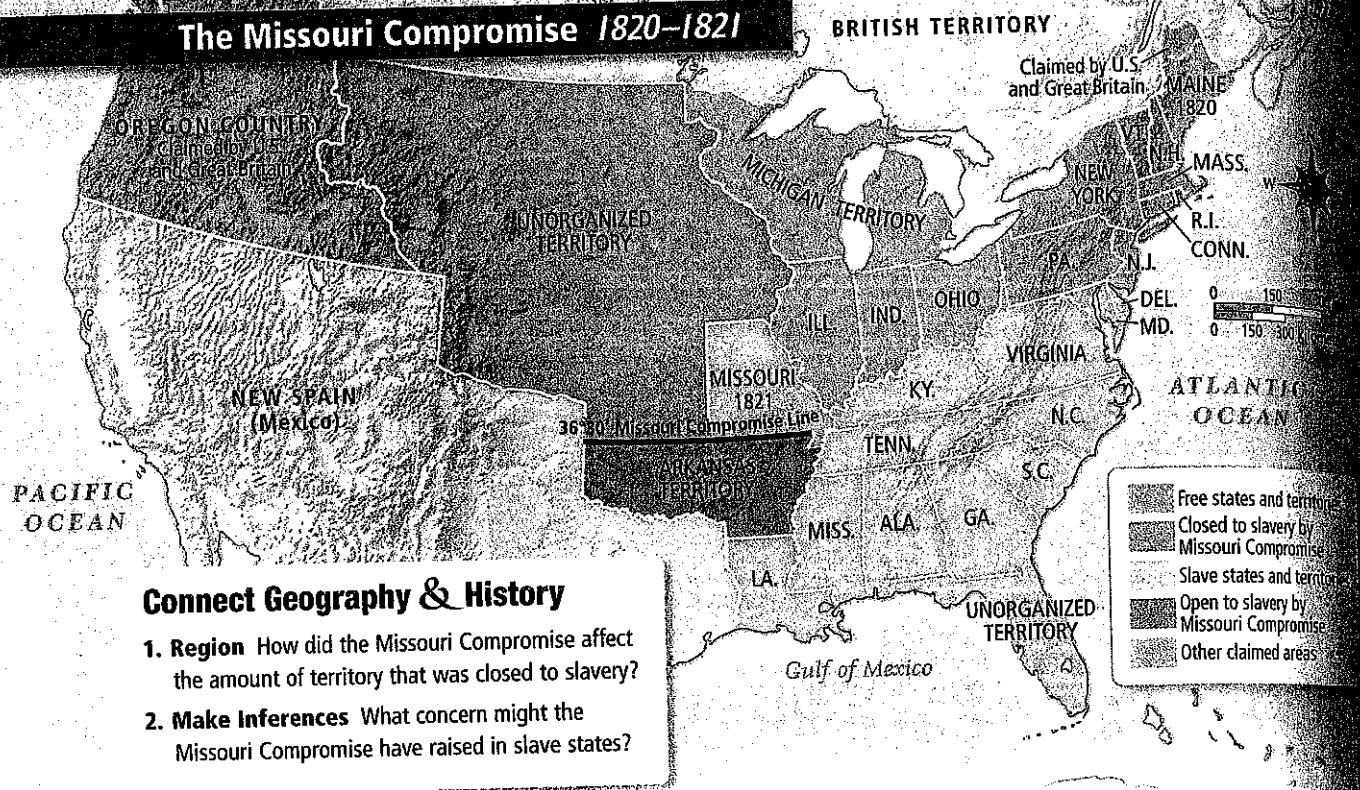
Sectional Tensions Increase

🔻 **KEY QUESTION** What factors increased sectional tension?

While nationalism grew, sectionalism threatened to tear the nation apart.

Sectional Interests Sectionalism is loyalty to the interests of a region or section of the country. By the early 1800s, economic changes had created divisions. The South relied on a plantation economy that used slavery. The Northeast focused on manufacturing and trade. In the West, settlers wanted cheap land. The interests of these sections were often in conflict.

Sectionalism became a major issue when Missouri applied for statehood in 1817. People in Missouri wanted to allow slavery in their state. At the time, the United States consisted of 11 slave states and 11 free states. Adding Missouri as a slave state would upset the balance of power in Congress.



The Missouri Compromise Representatives in Congress argued over admitting the new state of Missouri as a slave state or a free state. Southerners claimed that the Constitution did not give Congress the power to ban slavery. They worried that if free states formed a majority in Congress, they would ban slavery altogether. Warned Representative Thomas Cobb of Georgia:

PRIMARY SOURCE

“If you persist, the Union will be dissolved. You have kindled a fire which . . . seas of blood can only extinguish.”

—Thomas Cobb, quoted in *Henry Clay: Statesman for the Union*

Meanwhile, Maine, which had been part of Massachusetts, also wanted statehood. Henry Clay suggested that Missouri be admitted as a slave state and Maine as a free state. Congress passed this plan, known as the **Missouri Compromise**, in 1820. It kept the balance of power in the Senate between the slave states and free states. It also called for slavery to be banned north of the parallel 36° 30', Missouri's southern border.

Amid these tensions, the Mason-Dixon Line, which formed the Maryland-Pennsylvania border, took on symbolic importance. The term “Mason-Dixon Line” came to be used for the division between slave states and free states, as well as the division between the North and the South.

▲ **SYNTHESIZE** Describe the factors that increased sectional tension.

National Boundaries and Foreign Affairs

KEY QUESTION How were U.S. borders made more secure?

Nationalist feeling made Americans want to define the nation's borders. To do this, U.S. leaders had to reach agreements with Britain and Spain.

Settling Boundary Issues Two agreements improved relations between the United States and Britain. The Rush-Bagot Agreement (1817) limited each side's naval forces on the Great Lakes. In the Convention of 1818, the two countries set the 49th parallel as the U.S.-Canadian border as far west as the Rocky Mountains.

But U.S. relations with Spain were tense. The two nations disagreed on the boundaries of the Louisiana Purchase and the ownership of West Florida. Meanwhile, pirates and runaway slaves used Spanish-held East Florida as a refuge. In addition, the Seminoles of East Florida raided white settlements in Georgia to reclaim lost lands.

CONNECT to the Essential Question

What forces and events affected national unity and growth?

STRENGTHENING FORCES

The Industrial Revolution fuels economic growth.

The American System encourages economic self-sufficiency.

Supreme Court decisions strengthen the federal government.

Improvements in transportation and communication link cities and regions.

The United States expands and defines its borders.

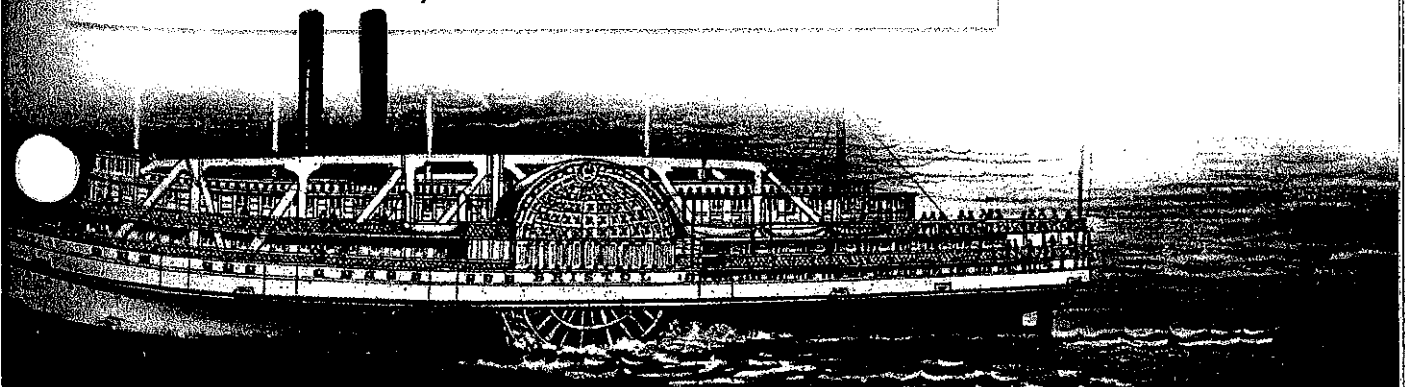
WEAKENING FORCES

New industry and inventions lead to reliance on manufacturing in the North, and increased dependence on cotton and slavery in the South.

Regional differences divide the nation among Northerners, Southerners, and Westerners.

Although the Missouri Compromise keeps the balance of free and slave states, the issue of slavery continues to divide the nation.

CRITICAL THINKING Compare and Contrast In what ways did economic changes both strengthen and threaten national unity?



In 1817, U.S. General Andrew Jackson followed the Seminoles into Spanish territory and then captured two cities—Pensacola and Saint Marks—for the United States. Monroe ordered Jackson to withdraw but gave Spain a choice. It could either police the Floridas or turn them over to the United States. In the Adams-Onís Treaty of 1819, Spain handed Florida to the United States and gave up claims to the Oregon Country.

Connect to the World


Latin American Independence

Venezuelan-born Simón Bolívar was popularly known as the "George Washington of Latin America." When the Monroe Doctrine was issued, Bolívar was the dictator of Peru and already had led Venezuela, Colombia, Peru, and Ecuador to independence.

The Monroe Doctrine The nation felt threatened not only by sectionalism, but by other events in the Americas. In Latin America, several countries had successfully fought for independence from Spain and Portugal. Some European monarchies planned to help Spain and Portugal regain their colonies. U.S. leaders feared that this could put their own government in danger.

Russian colonies in the Pacific Northwest also concerned Americans. The Russians entered Alaska in 1784. By 1812, their trading posts reached almost to San Francisco.

In December 1823, Monroe issued a statement that became known as the **Monroe Doctrine**. (See Reading Primary Sources, page 385.) Monroe said that the Americas were closed to further colonization. He also warned that European efforts to reestablish colonies would be considered "dangerous to our peace and safety." Finally, he promised that the United States would stay out of European affairs. The Monroe Doctrine showed that the United States saw itself as a world power and protector of Latin America.

 **PROBLEMS AND SOLUTIONS** Describe how U.S. borders were made more secure.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review @ ClassZone.com

TERMS & NAMES

1. Explain the importance of
 - Henry Clay
 - American System
 - James Monroe
 - Erie Canal
 - Missouri Compromise
 - Monroe Doctrine

USING YOUR READING NOTES

2. **Main Ideas and Details** Complete the diagram you started at the beginning of this section.



KEY IDEAS

3. What were the three parts of the American System?
4. What was the main message of the Monroe Doctrine?

CRITICAL THINKING

5. **Summarize** How did the question of admitting Missouri to the Union divide the nation?
6. **Connect @ Today** Think about the diagram you made of factors that contributed to American national unity in the early 1800s. Which of these factors are still important for national unity?
7. **Writing Editorial** Write an editorial giving your opinion of either the Missouri Compromise or the Monroe Doctrine. State how you believe it will affect the nation.

Reading Primary Sources

The Monroe Doctrine

SETTING THE STAGE On December 2, 1823, President Monroe gave a State of the Union address, part of which became known as the Monroe Doctrine. The “allied powers” he refers to are European monarchies that were threatening to help Spain regain its Latin American colonies.

The occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . .

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated. . . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport¹ with our policy so to do. It is only when our rights are invaded or seriously menaced² that we resent injuries or make preparation for our defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity,³ this whole nation is devoted.

1. **comport**: agree with

2. **menaced**: threatened

3. **unexampled felicity**: the greatest happiness



No Future Colonies

Monroe declares that European countries may not start any new colonies in the Americas.

1. Why might it threaten the United States to have new European colonies nearby?

Neutrality Toward Europe

Monroe says that the United States will not take sides in European wars.

2. Why might the United States want to remain neutral toward conflicts in Europe?

A Different System

Monroe says that the United States will defend its republican form of government and would be threatened if Europeans set up monarchies in the Americas.

3. Why would U.S. citizens want their government to be a republic and not an absolute monarchy?

No Interference

Monroe warns that if Europeans invade the newly independent republics in Latin America, this would be considered hostile to the United States as well.

4. What would the United States have to fear if these republics were overthrown?

We owe it, therefore, to candor⁴ and to the amicable⁵ relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition⁶ for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgment of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none more so than the United States.

—James Monroe

4. **candor:** honesty and openness

5. **amicable:** friendly

6. **interposition:** interference

DOCUMENT-BASED QUESTIONS

Short Answer

1. How would staying neutral in European wars protect the United States?
2. How might the U.S. system of government be threatened if Europeans regained control of former colonies in the Americas?

Extended Answer

3. What does the Monroe Doctrine show about how the United States saw itself and wanted to be seen by other nations?

Name _____

Date _____

3
SECTION

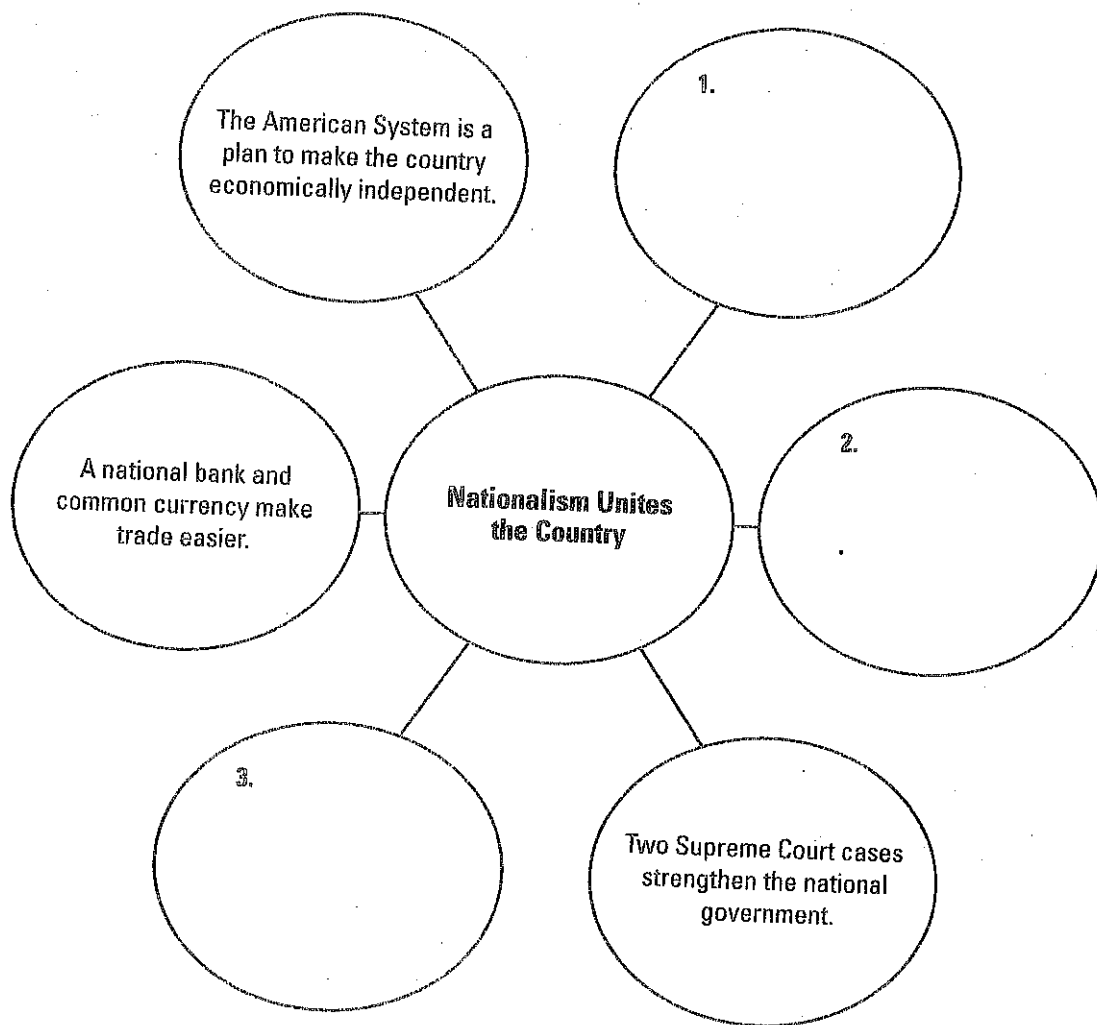
READING STUDY GUIDE

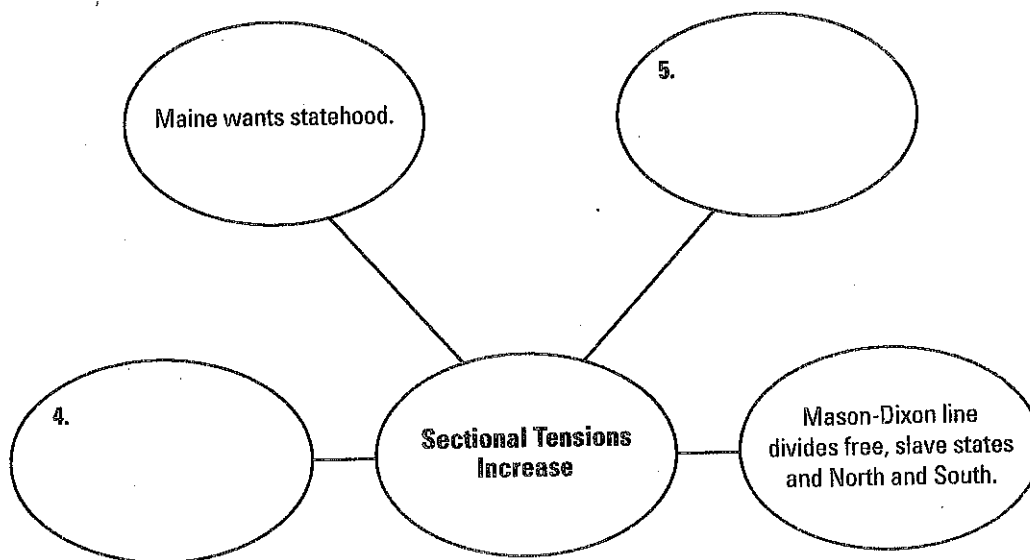
Nationalism and Sectionalism

• **Before, You Learned** The invention of the cotton gin and the demand for cotton caused slavery to spread in the South.

• **Now You Will Learn** While patriotic pride increased national unity, tensions grew between the North and the South.

AS YOU READ Take notes listing the main ideas and details in this section. Use the main idea and details graphic organizer on both pages of this worksheet.



Chapter 11, SECTION 3: NATIONALISM AND SECTIONALISM, *CONTINUED*

MARK IT UP! Circle each term where it appears in your notes and be sure you understand its meaning. If a term does not appear, draw a circle and write the term where it *best* belongs.

Henry Clay
American System

Erie Canal
Missouri Compromise

James Monroe

Monroe Doctrine

SKILLBUILDER**Primary Source Quotation**

"[The Missouri] question, like a fire bell in the night, awakened and filled me with terror . . . A geographical line . . . once conceived and held up to the angry passions of men, will never be [erased]; and every new irritation will mark it deeper and deeper."

—Thomas Jefferson, April 22, 1820

6. **MARK IT UP!** Circle the vocabulary term in the box above that Jefferson compares to "a fire bell in the night" in the primary source quotation.

7. In the primary source quotation, underline the words that refer to the Mason-Dixon line. Why does the idea of this line terrify Jefferson?
